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ABSTRACT

The document reports on the accomplishment of each of nine objectives designed to provide supportive services for ESL (English as a Second Language) adult education programs in Illinois. The objectives (met fully or partially with a 9 1/2 to 12 month period) involved: (1) expansion of the Bilingual Education Service Center's curriculum center to include ESL adult education materials, (2) dissemination of an annotated list of ESL screening and placement instruments to program directors, (3) development of "An Instructional Process Evaluation Kit," (4) development and dissemination of a brochure describing ESL services, (5) development of an ESL/ABE Administrator's Handbook, (6) preparation and dissemination of an annotated list of ESL materials for adult education programs, (7) provision of consultant and demonstration services to individual ESL adult education programs (a partial list of agencies and programs served is included), (8) establishment of regular communication and coordination meetings with representatives of the Adult and Continuing Education Section of the Illinois Office of Education (agencies and institutions worked with are listed), and (9) formulation of strategies for the development of inservice programs. A list of supportive services objectives for fiscal year 1976 concludes the report. (Author/MS)

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FINAL SUMMATIVE REPORT: SUPPORTIVE SERVICES FOR ESL ADULT EDUCATION PROGRAMS

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FY75

Project Director: María Medina Swanson

FINAL SUMMATIVE REPORT: SUPPORTIVE SERVICES
FOR ESL ADULT EDUCATION PROGRAMS

PROPOSAL SPECIFICATIONS:

OBJECTIVE 1

By December 1, 1974, the Bilingual Education Service Center's curriculum center will have been expanded to include ESL Adult Education materials consisting of student texts, teacher reference books and audio-visual materials housed in a special section of the Bilingual Education Service Center Library.

During its nine and one half month life span the resource collection added approximately 1,600 titles to a core collection of 300 titles. Commercial, non commercial and international sources of material were identified and contacted. One of the most interesting aspects of the collection is the availability of specialized instructional materials developed by state and federally funded projects. Difficult to identify and often more difficult to acquire, the ESL/ABE collection has more than 30 such special materials available.

To house this special curriculum collection a unique library system has been developed including (1) classification, (2) innovative number identification system, (3) materials processing system, (4) ascension list, (5) individual item card, (6) labeling system, (7) user's guide, (8) in-service training in the use of the system for the BESC library staff, (9) coordination with the existing bilingual collection.

In addition to acquiring and processing material, the ESL/ABE consultants developed two documents: an ESL/ABE Preliminary Bibliography including

those library materials acquired as of November, 1974 and a Material Evaluation Form. A cooperative agreement with the University of Illinois, TESL Division, provided for materials evaluation in which selected Teaching Assistants from the TESL program evaluated ESL/ABE materials utilizing the Material Evaluation Form. These evaluations, housed at the BESC, are available to all library users.

OBJECTIVE 2

By December 20, 1974 an annotated list of ESL screening and placement instruments shall have been disseminated to ESL Program Directors.

The staff surveyed ESL tests, ordered samples and prepared an annotated list of adult ESL tests. The list was disseminated to all Adult and Continuing Education administrators and to all downstate Bilingual Education project directors.

OBJECTIVE 3

By January 31, 1974 a process evaluation kit (manual, probes, evaluation forms) will be developed for the evaluation of ESL programs for adults.

By the end of the proposal (June, 1975) An Instructional Process Evaluation Kit had been approved and submitted to a printer. The kit consists of the following:

- a statement describing the purposes and objectives of the self-evaluation kit.
- a series of evaluation probes for each of the following goals to assist the local program in determining how well it is doing in implementing these goals:

(a) adults in the ESL/ABE program will effectively utilize community resources to meet their immediate and expanding needs.

(b) adults in the ESL/ABE program will effectively utilize communication skills in their daily lives.

(c) adults in the ESL/ABE program will participate effectively in a network of communities and carry out the daily affairs of life with self-confidence.

(d) adults in the ESL/ABE program will identify and utilize opportunities for occupational/professional advancement.

(e) adults in the ESL/ABE program will understand and effectively function in a variety of multi-cultural life styles.

(f) adults in the ESL/ABE program will function at their own rate, capability and interest levels.

-a manual for use outlining the procedures to be allowed to conduct the evaluation including specific rating instructions.

-a series of evaluation report forms.

-a Teacher Self-evaluation Questionnaire.

-a Student Evaluation of the Teacher Form for (1) beginning, (2) intermediate, (3) advanced levels.

OBJECTIVE 4

By October 31, 1974 a brochure describing the services available in ESL Adult Education at the Bilingual Education Service Center shall have been developed and disseminated to ESL Adult programs, as well as to Parent Advisory Groups of Downstate Bilingual Programs.

An ESL/ABE Supportive Services Brochure was developed and disseminated to all Adult and Continuing Education programs and to all downstate

Bilingual programs.

OBJECTIVE 5

By December 15, 1974 an ESL Adult Education Manual for program administrators shall have been developed, printed and disseminated. This manual will answer specific questions regarding planning, implementation and evaluation of ESL Adult programs.

By the end of the proposal a Handbook For The ESL/ABE Administrator had been approved and submitted to a printer. The Handbook consists of three sections:

-a checklist identifying the four major ESL/ABE program areas:

(a) philosophy

(b) administration and organization

(c) program development and operation

(d) program impact.

-a series of probes to help identify and evaluate each of these program areas.

-a guide for developing the four areas outlined in the checklist with detailed information necessary for program implementation.

-a curriculum planning guide specifying program goals, objectives and tasks for the acquisition of language and general knowledge skills in the areas of communication, earning a living, consumer affairs, home and family life, health, government and law, leisure time, use of technology and multi-cultural patterns/life styles.

Completely cross-referenced, each section may be used independently but when used together will provide an overall strategy for planning, developing, implementing and assessing the total ESL/ABE program. The

Handbook may be utilized by individual programs or may form the basis for group in-service training.

Some of the following activities were necessary in the preparation of The Handbook:

-extensive telephone and personal interviews with program directors throughout Illinois representing a geographical cross-section and drawing upon programs held under the auspices of both the high school and the community colleges. Administrators were chosen to provide a balance between newly developing and experienced programs.

-meetings between directors and ESL/ABE staff to introduce and critique the first draft.

-visitations of selected programs for interview with directors and on-site program observations.

OBJECTIVE 6

By June 30, 1975 an annotated list of ESL materials for Adult Education programs shall have been prepared and disseminated to ESL Adult Education programs in Illinois.

A form for annotating Adult ESL materials was developed and annotations were begun.

OBJECTIVE 7

Starting November 1, 1974 the ESL Section of the Bilingual Education Service Center shall provide consultant and demonstration services, by appointment, to individual Illinois ESL Adult Education programs.

During FY75 the two ESL/ABE consultants provided various consultative services to more than 200 persons and have made more than 20 visits to existing and newly developing programs. A partial listing of the various programs and agencies which have been served follows:

Adult/Bilingual/High School Programs:

- Black Hawk Community College
- Chicago Urban Skills Institute
- Aurora East High School
- MONACEP
- West Chicago High School
- William Rainey Harper College
- Joliet Junior College
- Elgin YWCA
- Mundelein Consolidated High School
- College of Lake County
- Waubonsee Community College
- Willowbrook
- Kishwaukee
- Moline Bilingual Center
- Jackson Adult Center
- Hoffman Estates High School
- Triton Community College
- McHenry County College
- Sterling High School
- Niles Township Community High School
- Oakton Community College
- Evanston High School
- Argo Community High School

Blue Island School System

- Moraine Valley
- Thornton Community College
- Hall Adult Education Center
- Rockford Public Schools
- Elmwood Park High School

OBJECTIVE 8

Practically every activity in which the ESL Adult Education Staff will be engaged involves coordination with one or more agencies programs, or advisory groups.

During FY75, there will be regular communication and coordination meetings with representatives of the Adult and Continuing Education Section of O.S.P.I. (now Illinois Office of Education). By October 15, the first of these meetings will have been held. At this time, the following strategies and guidelines will be developed:

(1) Strategies for subsequent coordination with officials and regional consultants of the Adult and Continuing Education Section of O.S.P.I. (I.O.E.).

(2) Strategies and guidelines for providing ESL Consultative Services to Adult ESL programs.

(3) Strategies and guidelines for the formation of an ESL advisory group.

Starting October 1, 1974 the Bilingual Education Service Center shall coordinate the activities of both ESL Adult Education programs and Parent Education components of Bilingual Programs in Northern Illinois. It shall encourage participation of ESL program personnel at the Bilingual Education Service Center's workshops and conferences by including in the

programs special sessions geared to ESL instruction to adults.

On October 15, 1974 a one-day meeting with Adult and Continuing Education personnel was held. Topics discussed were: advance mailings to Adult and Continuing Education personnel, program visitation strategies, proposal objectives and cooperation with Adult and Continuing Education personnel. In a two-day meeting in October, 1974 with the Bilingual Section of the Illinois Office of Education, guidelines were established in regard to coordination and cooperation between the Adult and Continuing Education Section and the Bilingual Section of the I.O.E. It was agreed that there would be an ongoing exchange of information concerning workshops, conferences and available services and that all ESL Adult and Continuing Education Program Directors would receive the BESC Newsletter.

In addition to providing consultative services to Adult and Continuing Education programs, the ESL/ABE consultants worked with the following agencies and institutions:

- Illinois Migrant Council
- Illinois Migrant Section, Illinois Office of Education
- SER: Jobs for Progress
  - -Chicago, Illinois Office
  - -Tucson, Arizona Office
  - -Gary, Indiana Office
  - -Austin, Texas Office
- Ohio State Department of Education, Division of Federal Assistance; Worthington, OH
- Owens Technical Institute; Perrysburg, OH
- Northern Illinois University; DeKalb, IL
- University of Illinois; Urbana, IL

- New York State Bureau of Adult Basic and Continuing Education; Albany, NY
- State of California; Department of Education; Adult Education; Sacramento, CA
- Bilingual/English As A Second Language Center; New Holland, PA
- Northwest AMIDS; Portland, OR
- United State Department of Defense; Washington, DC
- Northwestern University; Evanston, IL
- Mexican-American Curriculum Office; Toledo Board of Education; Elementary and Secondary Education; Toledo, OH
- Job Corps; Chicago, IL
- Union College; Cranford, NJ
- Chicago Board of Education; Chicago, IL
- Northwest Employment Development Corporation; Chicago, IL
- Elk Grove Adult Industrial Program; Elk Grove, IL
- National College of Education; Urban Campus; Evanston, IL
- Container Corporation of America; Employment Training; Chicago, IL
- Western Illinois University; Office of Academic Services; Macomb, IL
- School Approval Section; Illinois Office of Education; Chicago, IL
- Interstate Steel Co.; Des Plaines, IL
- Highland Park YWCA; Highland Park, IL

- Project SCALE; Somerville, MA
- Adult Basic Education; Vocational Education Office; P.O. PE; Agana, Guam
- Commandant; Defense Language Institute; Lackland Air Force Base, TX
- Arizona Department of Education; Special Training; Phoenix, AZ
- Operation Breakthrough; Paterson, NJ
- Gilroy Unified School District; Gilroy, CA
- Multiculture-Bilingual Division; Department of Health, Education and Welfare; National Institute of Education; Washington, DC
- TESOL; Los Angeles, CA
- IL TESOL; Chicago, IL
- PACE; Champaign, IL
- IAEA; Springfield, IL
- Adult Education Roundtable of Northern Illinois
- Fourth International Bilingual-Bicultural Conference
- National Council of Teachers of English
- National Association of Bilingual Education; Los Angeles, CA; Chicago, IL
- North Central Regional Workshop; Galesburg, IL
- Region V - ABE Coping Skills Workshop; Indianapolis, IN
- Department of Health, Education and Welfare; Region V; Chicago, IL
- Department of Corrections; District Superintendent; Springfield, IL

- Board of Vocational Education and Rehabilitation; State of Illinois; Chicago, IL
- Bilingual Section; Illinois Office of Education; Chicago, IL
- EMC Corporation
- McGraw-Hill Publishing Company
- Bell & Howell
- D.C. Heath Publishers
- Jacaranda Press
- Midwest Visual
- Doubleday, Inc.

OBJECTIVE 9

By June 30, 1975 strategies for the development of the Teacher Training Program to be developed and implemented in FY76 shall be formulated, and program development guidelines shall be submitted to the Adult Education Section of O.S.P.I. (I.O.E.).

Strategies for the development of in-service programs to be developed and implemented in FY76 were formulated and program development guidelines were submitted to the Adult and Continuing Education Section of I.O.E. in a 'Proposal For Providing Supportive Services For ESL/ABE Programs in Illinois'. The proposed activities include the following:

- Provide coordinated, comprehensive technical and advisory services regarding curriculum and program development.
- Assist program administrators/staff in:
  (1) selecting and developing appropriate program goals and objectives

(2) addressing questions/problems in developing, implementing, revising or expanding their individual programs

(3) developing criteria for selection of appropriate materials and instructional methods

(4) selecting and utilizing material and curriculum resources

(5) selecting appropriate testing instruments

(6) interpreting and utilizing test results for placement and growth design

(7) developing and adjusting commercial and teacher-made materials

(8) identifying in-service needs and specific resources to address those needs

(9) identifying and utilizing innovative instructional methods and techniques

(10) developing individualized programs of instruction

(11) developing or conducting instructional process evaluation in such areas as:

(a) goals and objectives

(b) curriculum planning

(c) instructional materials

(d) classroom observations

(e) student achievement

(f) student retention

(g) program scheduling

(h) program growth and impact

(12) identifying and utilizing outside community agencies.

- Throughout the year provide consultant and demonstration services through the ESL/ABE unit of the BESC.
- Throughout the year, invite and encourage ESL/ABE project staff to visit and utilize the ESL/ABE library collection and resource services.
- Assist and participate in local, regional, state or national conferences and workshops.

COMMENTS/CONCLUSIONS:

In a nine and one half month period the two consultants provided consultative services to more than 200 persons; visited approximately 20 Adult and Continuing Education programs; attended planning and coordinating sessions; participated in national, state and local conferences and workshops; established a resource library of some 1,900 titles; and developed an Evaluation Process Kit and an ESL/ABE Administrator's Handbook.

A twelve month period in which to accomplish all nine objectives was quite ambitious. However, when actually given nine and one half months, the objectives became unrealistic, leaving the annotations unfinished. Written assignments necessitating the depth, scope and quality of the Evaluation Kit and The ESL/ABE Administrator's Handbook required considerable time in research, organization, writing and revisions. Additionally, we were involved in developing a structure and format in which to meet these objectives.

After having laid the groundwork for a supportive services unit it is anticipated that expanded supportive services will continue to be provided to all state-funded adult ESL programs. Especially valuable will be assisting program administrators in the utilization of The Handbook For The ESL/ABE Administrator and An Instructional Process Evaluation Kit.

The objectives for FY76 include:

- Ongoing identification, acquisition and processing of adult ESL, bilingual and multilingual curriculum materials to maintain an up-to-date, comprehensive adult ESL library. A major focus this year will be the acquisition of materials

for individualized study and life-coping skills.

- Examination, evaluation and annotation of instructional materials and tests.

- Consultant and demonstration services to individual state-funded adult ESL programs through which the service center will:
  - locate and develop innovative and improved practices and products, identify specific users, and provide training and technical assistance for adaptation and implementation by local programs.
  - coordinate with other agencies, programs, advisory groups, special projects, legislators, business and industry.
  - assist all local program directors and their staffs in utilizing the ESL documents developed by the ESL/ABE unit.
  - locate and develop improved placement practices for the adult ESL student.
  - assist programs to utilize placement practices.
  - assist programs to develop an articulated curriculum for communication skills, earning a living, consumer affairs, home and family life, health, government and law, leisure time, use of technology and multi-cultural patterns/life styles.
  - assist programs to develop an articulated adult ESL curriculum for a logical, orderly, expeditious transition to GED, continuing higher education or vocational

training programs.

- assist to develop and refine individual program and student instructional goals, objectives and tasks.
- identify and assist programs to utilize innovative instructional methods for teaching adult ESL students.
- assist programs to utilize criteria for evaluating program and instructional philosophy, administration and organization, program development and operation and program impact.
- assist programs to develop written statement of individual student course objectives, criteria for measurement of attainment and certification record.
- assist programs to provide for varying levels of ability and achievement.
- assist programs to provide for individual needs, rates and style of learning.
- assist programs to recognize and respect cultural differences and similarities.